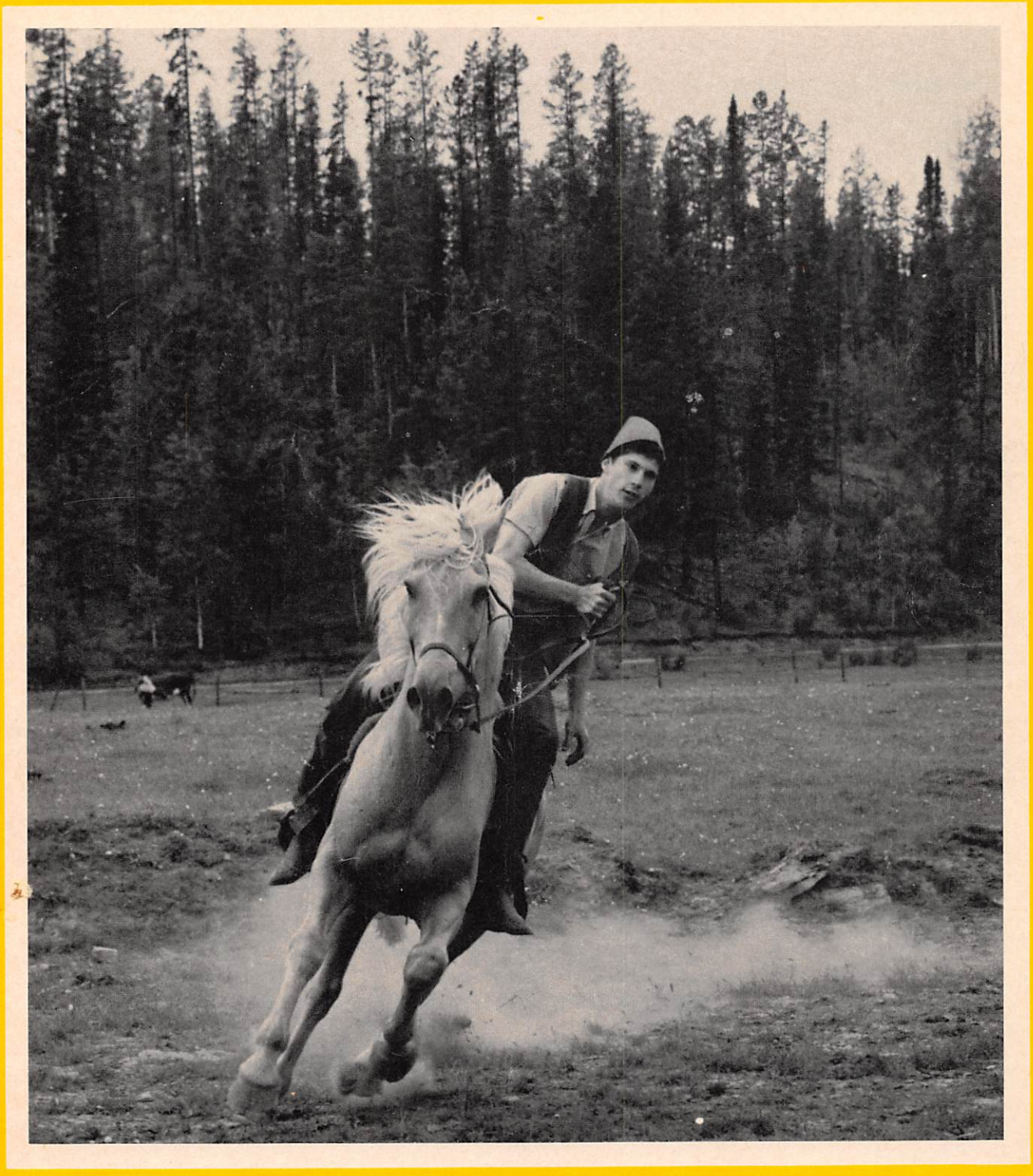
CANADIAN CAMPING

OFFICIAL PUBLICATION OFFICIELLE

THE CANADIAN CAMPING ASSOCIATION

L'ASSOCIATION DES CAMPS DU CANADA



Fall issue, 1971, Edition d'automne

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Photo by Howard Church, Calgary

John R. Latimer

A Letter from the President

Let me start off by saying that I hope everyone had a very successful, enjoyable and accident free summer. Your executive is now able to start working more earnestly on future plans for C.C.A. and from what I can see, it appears that we will have a most exciting and interesting year.

In consultation with our representative with the Fitness and Amateur Sport Department in Ottawa, we have been advised that we can go ahead and proceed with plans for the National Standards Workshop next January. For those of you who were at the Halifax Conference, you will recall that this was a resolution and I am pleased that we will be able to act on this recommendation. It is anticipated that the workshop will be held January 20-23 in Banff, and this will tie in with the annual meeting and conference of the Alberta Camping Association. Provincial Associations can now start making tentative plans for two representatives to attend this meeting — perhaps your President and Standards Chairman.

I am sure that on July 22nd Doug Dent of Victoria, who was chairman of the *National Camping Day* breathed a sigh of relief. Our thanks to Doug for providing the leadership for this event. This is an endeavour which is extremely difficult to organize and I know that any suggestions you have as to how we can get this thing started earlier for next year, will certainly be appreciated.

Claude Cousineau of the University of Ottawa has agreed to chair a National Canoe School committee and he will soon be commencing plans for the establishment of more Canoeing Schools for experienced canoeists not only for next spring but for future years as well.

As many of you know, the constitution of C.C.A. has many inadequacies and in order to establish fully understood "ground rules", your executive formed a constitutional Task Force. This group met last spring and made several detailed recommendations for a revised constitution. These revisions were then sent on to each Provincial President. The task force will meet once again, this time in Vancouver on November 11, 12 and 13 to study the proposals from the provincial associations. Following this, the second set of revisions will be sent to the provinces so that we can eventually gain ratification.

Ann Prewitt, the publisher of our magazine recently had a very successful visit to the western provinces and was able to meet and consult with camping people in that region of the country. I am sure that Ann was able to pick up many new ideas and suggestions so that we can continue to provide a magazine which will be truly national in interest and coverage.

I hope that every member of C.C.A. will now make a note of the dates of the Board and Annual Meeting. These will be held in Montreal in conjunction with the Quebec Camping Association Conference and the dates will be April 18, 19, and 20.

The news from Manitoba should be of interest to every province. Julian Smith, one of North America's leading experts in the field of outdoor education will be the guest speaker at the M.C.A. outdoor education conference. I am sure that it will be a most successful and stimulating conference.

Speaking of information, I do hope that if any of you have any news, you will keep the National Office advised. And also I know that each provincial association would be very grateful for minutes of meetings and newsletters from every other provincial group. In other words, let's keep one another informed as to what's happening throughout Canada in camping.

John Latimer
President
Canadian Camping
Association

It was with deep regret that I heard of the death of Eric Russell of St. John's, Newfoundland. Eric was taken from us much too early in his life. He had been an active worker in Newfoundland for the Boy Scout's Association and was responsible for founding the Newfoundland and Labrador Camping Association and was its president when the association became a member of C.C.A.

Our sympathies are extended to Eric's wife and child.

The Canadian Camping Association's Canoeing Instructors School

by Andrea Dillon
Department of Recreology
University of Ottawa

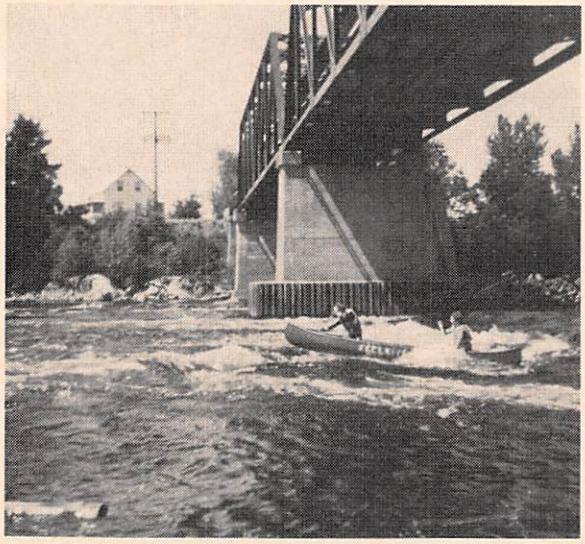
In the month of June candidates arrived from all over Canada to begin a very intensive eight day course which would hopefully lead to their being awarded the C.C.A.'s (Canadian Camping Association), Canoeing Instructors Certificate. The candidates on the course were presented with a new look and approach to canoeing. The canoe was the means of transportation that first opened Canada's interior and now is sought as an opportunity to rediscover some of Canada's heritage or simply as a way to enjoy the natural surroundings. As the canoe played such an important role in Canada's history the candidate learned about the makes of canoes, the influence of geography on the style of these canoes as well as the human element attached to the evolution of the canoe. Perhaps what is more important the student learned how to apply this material, this knowledge, in his particular situation.

The Canoeing Instructor's School was first started in 1967 with a small group of enthusiastic canoeists under the direction and guidance of Claude Cousineau and Professor Kirk Wipper. The canoe school has just finished its fifth year of operation and has changed and expanded throughout these years. Originally the school offered one eight day course to both English and French speaking men and women. After four years, the director decided to split the course and offer two eight day sessions. The increased interest and the fact that much of the course's time was taken up in translating material due to the two languages proved the

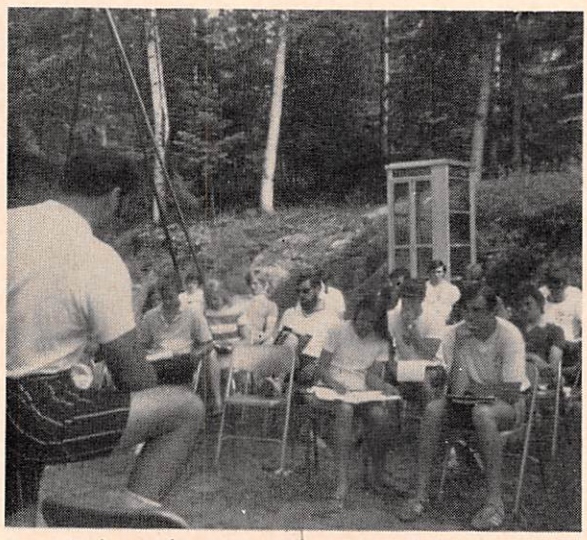
Students learn how to conduct fun games in a canoe. Here they are playing Canoe Basketball.

The staff of the 1971 Canoeing Instructor's School, French Section. Left to right are: Claude Cousineau, Daniel Gauverneau, Suzanne St. Pierre, Kirk Wipper, Susan Cousineau, J. P. Faubert, and Gerry Gassett.

Claude Cousineau, one of the Directors of the C.C.A. Canoe Instructor's School.



Part of the candidate's time is spent studying rapids and learning the intricacies of shooting them.



A theory lesson outside with Kirk Wipper.

change necessary. Both courses draw candidates from different areas of Canada adding a new dimension to the course as each student brings with him a different approach because of his particular situation. Though the students for the most part are actively involved in summer camp programs, many come from other working situations.

Presently the course is being directed towards canoeists with a fairly high level of skill. Students attending are expected to have a sound knowledge of canoe strokes and be familiar with the use of a canoe. This basic requirement allows for more course time to be spent on teaching techniques, learning patterns, tripping skills, and organizational methods. In its formative years the school catered to providing a canoe instructor skilled in the techniques of strokes and dock teaching. Today many canoe programs are now increasing the performance of tripping within the individual canoe programs. Realizing this trend the course offers the candidates a good orientation for conducting such a program. Students receive theory and practical sessions on tripping programs; how to organize such a program from the outset, budgeting for equipment, food, pre-trip training programs, and learning methods of how to make such a trip a real learning and living experience for all involved. The students take a two day canoe trip within their eight day session which gives them the opportunity to experiment with techniques and methods introduced earlier in the course. This short trip also provides the candidates with the chance to exchange some of their own tricks that they may have found useful from previous experience.

As a former student describing the course, one point that cannot be overlooked is that of the interaction between attending students. Each of the candidates brings with them experiences and knowledge of programs existing in their specific area. The course provides the opportunity for these people to discuss the differences and compare. Perhaps the overriding theme that the student takes away with him is that the canoe instructor of today is not limited within his canoeing program, rather the program can offer a limitless view into conservation, ecology, outdoor education, to name a few, through the working use of the canoe.

Trente-quatre nouveau instructeurs en canotage

L'association des camps du Canada offrit à nouveau cette année, son école de canotage qui fut tenue au Camp de l'Université d'Ottawa, près de Gracefield, Québec. Pour la deuxième année consécutive, l'Ecole bénéficia d'un octroi de la division de la Santé et du Sport Amateur, du Ministère du Bien-Etre et de la Santé Nationale. Cette aide financière permit de couvrir les frais de voyage des candidats demeurant à l'extérieur du Québec et de l'Ontario. De plus, les frais des candidats ont pu être réduits à $30.00. L'administration de l'Ecole fut assumée par le Département de Récréologie de l'Université d'Ottawa.

L'Ecole opéra en deux sessions: une en français, du 8 juin au 15 juin 1971, l'autre en anglais du 16 au 24 juin. Claude Cousineau assuma la direction et Kirk Wipper était le professeur invité. Quelques 70 candidats représentant la plupart des provinces canadiennes fréquentèrent l'Ecole: de ce nombre 34 reçurent la mention "Instructeur".

L'Ecole 1971 fut considérée dans l'ensemble comme un succès. Des remerciements sincères sont de mise à l'quipe du personnel qui se surpassa par sa compétence, son enthousiasme, et son désir de promouvoir une version du canotage authentiquement canadienne. L'équipe comprenait Gerry Fassett, Daniel Gauvreau, Réjean Vachon, Jean-Pierre Faubert, Howard Rosenthal, Doug Wipper, Suzanne St-Pierre, Susan Cousineau et Andrea Dillon.

Comme dans les années, précédentes, le stage comprenait des sessions théoriques sur l'organisation, l'enseignement, l'historique, l'analyse mécanique, etc. . . . du canotage; des sessions pratiques sur l'eau; descente de rapides, parcours de slalom, jeux en canots et autres. L'expédition en canot cette année, fut allongée d'une journée. L'introduction du ruban magnétoscopique facilita l'apprentissage de certaines manoeuvres en canot.

Des félicitations sont dues aux candidats qui après huit jours intensifs se sont vus mériter la mention "Instructeur". Ils sont:

Lucie Beauchesne, Louis Bégin, Caroline Boucher, Paul Calvé, Gérard Champigny, Nicole Galipeau, Claude Hébert, Christine Kemper, Claude Langelier, Normand Lapierre, Gaston Lemire, Bruno Poirier, Léo Robitaille, Claude St-Denis, Alan Bocking, Peter Callandine, Ted Cohen, Robert Dawson, Tom Duck, Roy Funk, Mary Garland, Jeffrey Hackler, Robert Lamberton, Sandy McClelland, Garth McKane, Seil Mens, Filberto Montis, Donald Pentz, John Rodger, Jocelyn Schaffensburg, Catherine Smith, Don Waddell, Hubie Weller, Linda Brain.

par Susan Cousineau

Thirty-four new canoeing instructors

The Canadian Camping Association offered again this year the Annual Canoeing Instructors School held at the University of Ottawa Camp, Gracefield, Quebec. For the second year the School received a grant from the Fitness & Amateur Sport Division of the National Health & Welfare Ministry. This financial aid helped cover part of the travelling expenses of candidates residing outside of Quebec and Ontario. It also permitted to reduce the tuition fees of each candidate to a bare minimum of $30.00 for the 8 day duration. The administration of the school was handled by the Department of Recreology of the University of Ottawa.

The School was offered in two parts — the French School — June 8-15 and the English School — June 16-24th. Under the leadership of Director Claude Cousineau and guest professor Kirk Wipper, seventy candidates from almost every province in Canada participated. Gerry Fassett, Daniel Gauvreau, Réjean Vachon, Jean-Pierre Faubert, Howard Rosenthal, Doug Wipper, Suzanne St-Pierre, Susan Cousineau and Andrea Dillon were the Instructors teaching for the Schools.

The intensive program of each School was highlighted this year by a three-day canoe trip and the use of a video-tape machine. Such activities as shooting rapids, canoe games, slalom courses along with the theoretical side of canoeing were also included.

Congratulations to all the successful candidates. Among the participants, 34 received the mention "Instructor". They are the following:

Lucie Beauchesne, Louis Bégin, Caroline Boucher, Paul Calvé, Gérard Champigny, Nicole Galipeau, Claude Hébert, Christine Kemper, Claude Langelier, Normand Lapierre, Gaston Lemire, Bruno Poirier, Léo Robitaille, Claude St-Louis, Alan Bocking, Peter Callandine, Ted Cohen, Robert Dawson, Tom Duck, Roy Funk, Mary Garland, Jeffrey Hackler, Robert Lamberton, Sandy McClelland, Garth McKane, Seil Mens, Filberto Montis, Donald Pentz, John Rodger, Jocelyn Schaffensburg, Catherine Smith, Don Waddell, Hubie Weller, Linda Brain.

by Susan Cousineau

You're within Saving Distance of Beaver at Home or at Camp!

85 BEAVER LUMBER STORES Across Ontario

Relations Moniteurs Campeurs

par Bruno Roy
Camp St-arsène

Acceptant qu'une notion totalitaire de l'éducation est moins probable de nos jours, le moniteur se définit comme un entraîneur, un éveilleur d'hommes. Non un orateur ou un adjudant. Il est le compagnon de vie de l'enfant en vacances, celui qui précisément remplace les parents sur le triple plan matériel, moral et spirituel. Il est la présence adulte auprès du campeur. Force est d'avouer l'importance de ses relations avec les jeunes de sa colonie.

C'est un lieu commun de dire que c'est dans la valeur relationnelle des personnes que le moniteur se doit d'exceller. Mais qu'est-ce donc, d'abord, une relation humaine? C'est un processus d'interaction qui créee autour d'un individu ou d'un groupe des liens physiques, affectifs et sociaux par un procédé de communication et de participation qui conduit cet individu ou ce groupe à un apprentissage à l'autonomie, c'est-à-dire du respect de la liberté d'autrui et du bon emploi de la sienne. Trois sortes de "leadership" se présentent pour répondre aux objectifs des relations humaines: l'autocratie, l'anarchie (ou le laisser-faire) et la démocratie. Ces trois types de relations commendent des techniques d'action, des implications et des conséquences différentes. Le moniteur doit en être conscient.

Relations du moniteur avec son groupe

L'autocratie. Ce type de relations fait appel à des règles fixes, à un contrôle régulier et strict. Les décisions, bien qu'arbitraires, appartiennent au chef. Tout est domination et dirigisme. Le dialogue et la liberté sont ignorés. Tout est "sécurisation" pour une apparente harmonie. L'attitude des campeurs, cependant, sera une sorte de résignation plus ou moins consciente manifestée par une soumission collective. Ce groupe autocratique (état de dépendance par rapport au chef) n'aura aucune prise de conscience personnelle. Sur le plan individuel, le campeur se refermera sur lui-même.

L'anarchie. L'autorité n'existe pas. C'est un laisser-faire qui n'exige aucune règle précise, qui ne souffre d'aucun contrôle. L'autorité ne peut intervenir et si elle existe elle sera démolie avec les structures qui la supporte. Les relations ont l'avantage d'être naturelles. Par contre, c'est le règne de la "loi du plus fort". Les plus faibles sont négligés. Car dans tout groupe anarchique, le plus fort obtient ce qu'il veut. C'est la dictature du "leader" improvisé. Au plan collectif, l'insolement (la bande) caractérisera un climat d'insécurité. L'individualisme lèse ainsi les valeurs sociales primordiales à cet âge de la vie. Le campeur se restreint dans un égoisme néfaste. Il peut aussi développer un sens de l'adaptation qui favorisera son sens créateur. Mais ce n'est pas toujours le cas, malheureusement, pour les campeurs plus faibles et délaissés.

La démocratie. Elle favorise la participation collective aux décisions. Le dialogue est en vigueur. Les suggestions sont les bienvenues. L'exemple du moniteur devient important. Il agit indirectement et favorise le partage des responsabilités. Tout devient coordination et souplesse. Le campeur ne réfute pas s'il est concerté sur le bon fonctionnement du groupe; il adhère dans toute sa spontanéité. Le moniteur dans le partage de ses pouvoirs assure ainsi une sécurité psychologique au groupe dont il devient indiscutablement le responsable désiré et accepté.

D'aucuns diront, premièrement, que la supériorité naturelle que le moniteur déploie sur ses campeurs risque d'entraver la valeur humaine de ses relations en glissant sur la pente facile du commendement qui réclamme une obéissance passive et que, deuxièmement, la fonction corrective de la discipline contredit toute éducation à la liberté et au dialogue. Je pense, à ce propos, que la discipline est avant tout une attitude de coopération. Cette attitude élimine le pesant problème de l'autorité et nous fait user de nos pouvoirs avec économie. *Car moins on a d'autorité réelle plus les marques extérieures se font importantes et répétées.* Le moniteur doit être capable de prévention, d'or-

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Camper-Counsellor Relations

by Bruno Roy
Camp St-arsène

Nowadays, with the unlikely fact of a universal idea of education, the counsellor is defined as a trainer, a mind awakener, not a speaker or an adjutant. He is the life companion of the child on vacation, the one who replaces the parents in three aspects: material, moral and spiritual. He is the adult presence to the camper. We have to recognize the importance of his relations with the youth of his group.

It is commonly said that the counsellor has to excel in the value of personal relationships. But, first of all, what is a human relation? It is an interacting process which creates physical, affective and social ties around an individual or a group, by way of communication and participation, conducting this individual or group to an apprenticeship in autonomy, that is to say, of the respect for others' liberties and the good use of his own. There are three kinds of leadership that lead to human relations' objectives: Autocracy, Anarchy (or, "let things take their course") and Democracy. These three types of relations demand different techniques of action, implications and consequences. The counsellor has to be conscious of them.

The Counsellor's Relations with his Group

Autocracy. This type of relation asks for fixed rules and strict and regular control. Decisions, even if they are arbitrary, are left to the chief. Domination and command are everything. Dialogue and liberty are non-existent. It is "making everything secure" for an apparent harmony. Yet, the campers attitude will be more or less one of conscious resignation, manifested by a collective obedience. This autocratic group (independent from the leader) will have no self awareness. On the individual plane, the camper will isolate himself from the others.

Anarchy. Authority does not exist. It is a "let things take their course" (attitude) which does not demand particular rules nor suffers from controls. Authority cannot interfere and if it exists it will be overthrown, along with its supporting structures. The relationships have the advantage of being natural, but it's the "law of the jungle". The weaker ones are neglected, while, like in all anarchial groups, the stronger ones obtain all they want. It is the dictatorship of the improvised leader. On the collective plane, isolation will create an atmosphere of insecurity. Individualism, in this way, encroaches upon the social values which are so important at that age. The camper retires into a baneful egotism. He can also develop a sense of adaptation that will be advantageous to his sense of creativity. But, unfortunately, for the weaker and neglected camper, it is not always the case.

Democracy is favourable to collective participation and decision making. Dialogue exists and suggestions are welcome. The counsellor's example becomes important. He acts indirectly and favours sharing of responsibilities. Everything is coordinated and flexible. The camper will not controvert the operation of the camp if he is integrated in its administration; his cooperation will be spontaneous. By sharing his power, the counsellor assures a psychological security to the group for which he undoubtedly becomes the desired and accepted leader.

Some will say that, primarily, the natural superiority of the counsellor can hinder the value of his human relations if he tends to seek a passive obedience, and secondly, that the corrective function of discipline contradicts any education in freedom and dialogue. On this matter, I think that discipline is mainly achieved by cooperation. This attitude eliminates the weighty problem of authority, and, consequently, makes us use our prerogatives sparingly. The less our

Continued on page 19

FRENCH-ENGLISH

CAMPER EXCHANGE

French speaking camps and English speaking camps that are interested in exchanging campers during the summer of 1972 please send your brochure and the desired length of time and number of campers involved to Ann Prewitt, Editor CANADIAN CAMPING, Box 661, Downsview, Ontario.

CANADIAN CAMPING is interested in promoting bi-lingualism and friendship among our Canadian Campers.

Horses For Sale

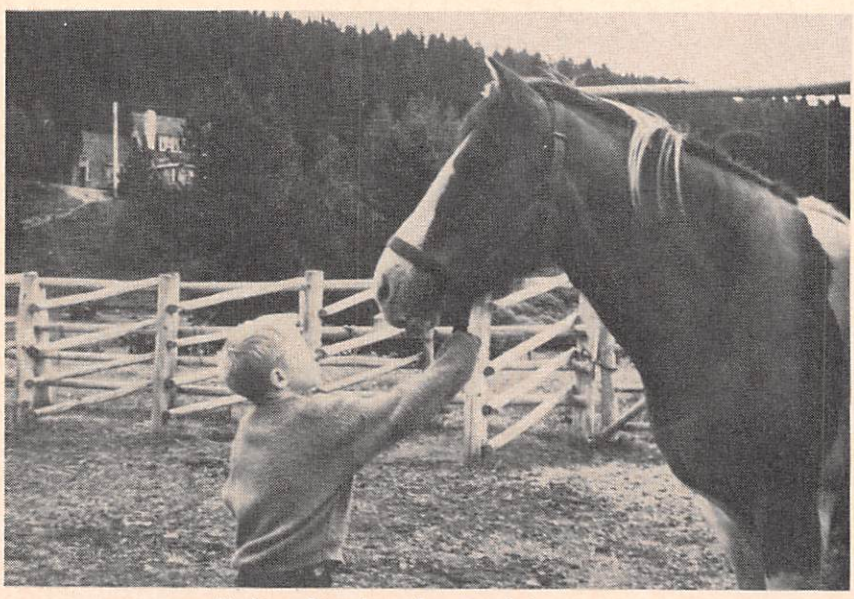
by Hank Roessingh
Director, Silvercreek Ranch, Calgary
National Standards Chairman, C.C.A.

After twelve years of operating a camp with a horseback riding program as one of the main features, my wife and I have come to the firm conclusion that it isn't worth it. If any of you, camp directors, don't have horses at camp now and are considering to give in to pressure from horse-crazy camp-kids and start a riding program, take my advice: don't do it. We are going to trade in our horses for canoes, flood part of our campsite, and have a waterfront program providing us with peace of mind and wealth.

We have had all kinds of animals at our camp over the years; dogs, cats, lambs, pigs, rabbits, a chameleon, a falcon and even a pet moose calf; I'll put up with any of them if that pleases the campers, but no more horses.

It all starts in late winter, when you are trying to put a decent staff for the summer together. Just because we were ill advised enough to call our camp a Ranch, we attract applications from youngsters all over the continent who claim to know at least what a horse looks like and have visions of playing cowboy all summer. Any counselers with skills like crafts, singing, camp-crafts, nature study and all those other things we like to do at camp, send their applications elsewhere.

But the real misery comes with the horses themselves. Horses get sick from an unbelievable variety of diseases, horses are temperamental, and when they are ponies they are often outright cantankerous, horses hide in the bush or crawl through the fence and run away when you need them most, from campsites on outtrips they run away even when hobbled, horses cause accidents, their front end bites and their rear end kicks, they step on your foot when you are saddling them, they spook when you least expect it, they forget everything you have taught them in months of training as soon as a camp kid gets on them, but remember such stupid things as which side should be curried first and kick up a fuss when you reverse the sequence.



Making friends with one of the ponies.

Compare that to canoes. After you are through canoeing, you either tie up the canoe or drag it on land and forget it; it will be there, ready to go when you need it again after a day or a week. Tie up a horse and come back after a week and it will have starved to death; leave it untied and come back after five minutes and it's gone. When a canoe gets damaged, you fix it and that is it; when a horse gets distemper, you have to call the vet and get all your horses inoculated at great expense. When the summer is over, you can put your canoes away, come back in spring to give them a coat of paint, and they'll be ready to go next summer. But horses . . . ? They have to be fed, they have to be checked, they have to be rounded up when they get out of the fence, they have to be pampered when they foal; horses are an all-year worry and an all-year expense.

We have had all kinds of horses at our camp: big ones and little ones, gentle ones and wild ones, colts and old nags, horses that wouldn't go and horses that wouldn't stop, horses that buck and horses that roll, and even some horses that we really liked; but across the board, once again: don't start it. This summer we had a pinto pony who was very popular with the kids, so he got a lot of work to do. He became very smart at hiding in the bush when we rounded up the horses in the morning. So we tied a bell around his neck. So he would stand still when he heard us coming, and we still couldn't find him. But as soon as the day's program was over and the dinnerbell rang, he would come out of hiding and demand his oats. Most horses are almost impossible to catch. When you approach them with a bucket of oats, they know when you have a rope or even a piece of baling string behind your back and they won't come anywhere near you. Other horses have such idiosyncrasies as not wanting to be saddled in a stall or not wanting to be mounted in the barnyard. Unless you know the individual likes

and dislikes of every one of your horses, you are asking for trouble when turning the campers loose on them.

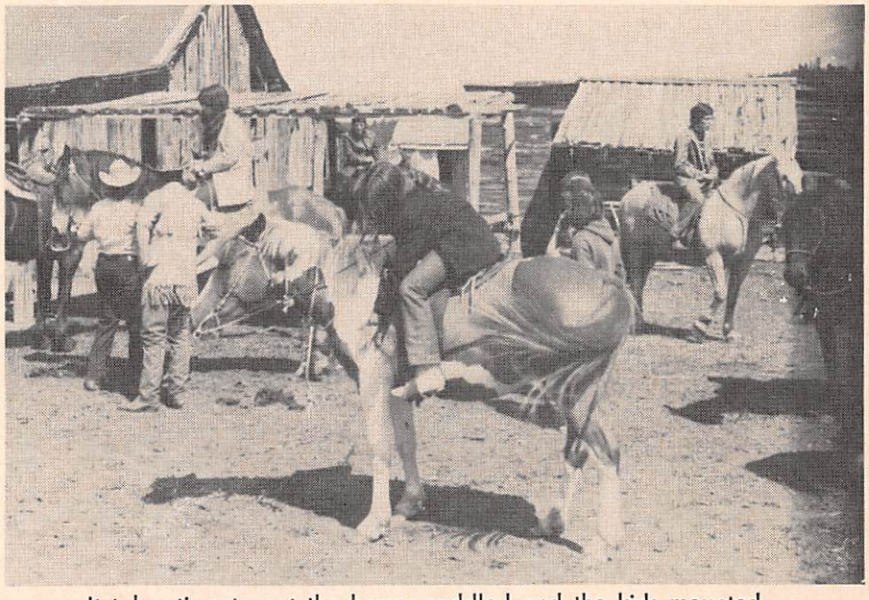
The worst time of all is when you have to buy horses. Horse sellers have as many ways to camouflage the defects of their horses as the horses have defects. So at the horse sale, all horses appear to be sound, gentle and well trained. No seller will ever admit to selling a horse more than eight years old. One exceptionally honest seller said of his mare he wanted to sell, that he didn't know how old she was. What he did know and didn't tell, was that his grandfather owned the horse 25 years ago. At the horse sale there are horses who have spent all their lives on the prairies and have never seen a tree. Take them to the forests of the foothills, and they'll walk under branches that scrape the kids off their backs, or walk between trees leaving only one inch on each side, and break both knees of the rider all at once.

All right, so you don't buy horses with unknown pasts at the sale. So you buy horses from your neighbours who have received so much hospitality at your camp and who surely want to do business with you again in the future. Except that for them, there is a year-around open season on city slickers, and getting a few dollars out of a city man to them is not cheating, that is just having some fun. So you'll find that suddenly you don't really own the horse that you thought you just bought, or that the pony with all the virtues that the farmgirl reluctantly sold because she now had a bigger horse, is really so spoiled that it won't even graze and will starve unless hand-fed, and that the good looking three-year-old that you bought for such a good price, was recently stolen from your camp cook. No, give me canoes any time. You go to your tried and tested dealer and you are assured of the same quality as you got last time around. No hidden defects, no doubts about the price and quality; a nice straightforward deal.

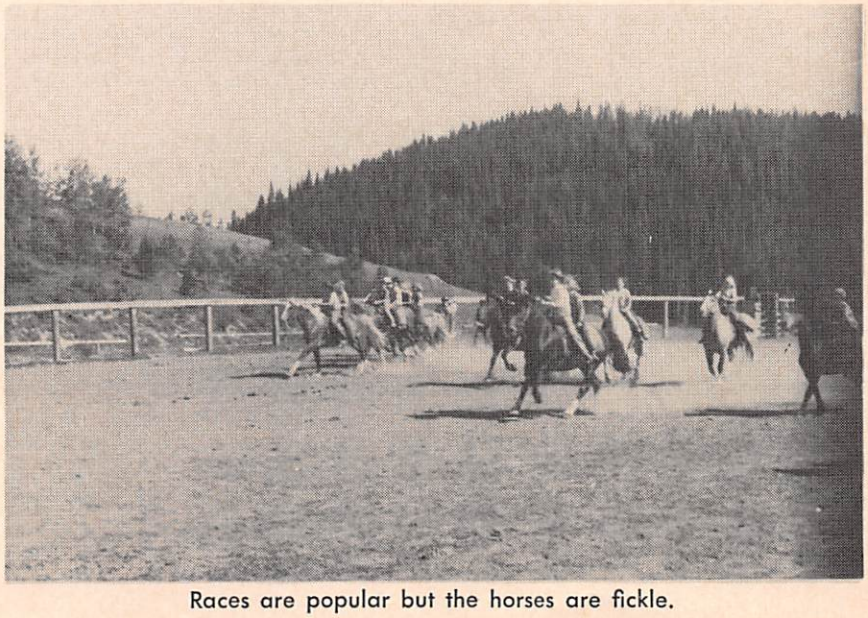
I know, some of the camp kids will be heart-broken when there are no horses at camp. But I won't have to answer questions about their favorites any more: "Is Rusty at camp this summer?", "How is Dixie's colt doing?", "Can I ride Popcorn this time?" etc. etc. A canoe is a canoe; no favorites, just stick the kids in and shove them off. What a relief.

Anybody want to buy my horses? Or trade them for canoes?

Little Deer River.



It takes time to get the horses saddled and the kids mounted.



Races are popular but the horses are fickle.

As Camp Closes

by M. C. MacCulloch, Director, Bolton Summer Camp Rotary Division

Dear Stan:

By now you are deeply entombed in your "other" life back in the city.

I have just returned from closing camp for another winter. It is quiet there now. As I walked down past your cabin and the others, the rustlings, scratchings and murmurings announced the camp's repossession by squirrels, chipmunks, and field mice. A collective sigh of Nature's relief seemed to waft through the trees and across the clearings. Raccoons, groundhogs and rabbits have taken up the business of living undisturbed and unhampered by us, the aliens.

As I watched the breeze lay those old elms bare, I recalled and brooded, tranquil in the fading sunlight. Hence this little note to you, Stan.

Last summer was a delight for me. My fears and worries before June for a successful and a personally satisfying summer were quickly allayed. I am most grateful for your help this summer and compliment you on the fine job you did. It isn't every day one meets people who transmit on the same wave length —I felt we all did. May your tribe increase!

I hope that you can find time this winter to share *your* reflections of the summer and your current adventures with me.

I am harbouring your promise to return for another summer. I hope that you will not disappoint me. I have a bad heart, high blood pressure, and housemaid's knee, so you will realize that time is of the essence.

Life is too terribly short and as I grow older I tend to relish more deeply the sudden chance communications with human beings who are not afraid to share the riches of their spirits with strangers at camp, all in the interest of its' cause.

*Gnothi seauton,
Clare.

*Know thyself.

Dear Sir:

I feel slightly awed — slightly proud — inwardly envious and outwardly humbled when I think of your letter and the kind words you said to me as the bus pulled away from camp in August. Your friendly coercion is a subtle show of friendship and I appreciate it.

I am midway into my first year at University and I am having the time of my life. As a matter of fact, my life is being altered as you warned me in the summer. I fear that the days of wine and roses, i.e. summers as a camp counsellor are no longer. I am afraid that they are gone, forever!

You once read to us, "All is a tremendous responsibility here but also a tremendous opportunity for all of us,

And so I believe in children,
And so I believe in good camps,
And so I believe in this camp
and I know why?
What do you believe in and why?"

And you also read to us,

"For me as for some of you people who also return here year after year, the ideal summer is to be a member of this staff, for the friends I have made, the memories I can share and the rich dividends in human relations which I have gained over the years. For those of you who are new I must warn you that there is a magic about this camp. It gets into your blood and once there you cannot get it out."

That last sentence is the rub, the climax, the major point of difference! I have more friends; my shared memories are immortal and I am rich from the dividends in human relationships which I have gained. There is a magic about camp — but prolonged magic is unreal. *I have given to camp and I certainly have received from camp — but unlike you — to me, returning would only be a* dénouement. *A* dénouement *of memories.*

Camp is for the kids — and if I went back for the purpose of having a good time or recapturing memories rather than for the kids, I would be a hypocrite — hypocritical to my principles!

I do hope with deep and true sincerity that my decision to leave camp for the campers, will not influence our friendship.

Sincerely,
Stan.

Dear Stan:

Well!

I wish to point out to you some immediate thoughts, perhaps not as philosophically sound as they should be due to their instantaneous nature for your digestion.

I believe that the opportunities at camp are unlimited. Camp doesn't drain into your system any "X" amount of happiness, fulfilment, reward or experience and then stop, measuring your portion as complete. This is my fourteenth summer at camp, eleven years at "our" camp so it is obvious that camping is a part of my life — the way I am conditioned to spend my summers.

I don't think we are discussing jobs any more. It matters not whether you have personally decided on another role for your summer job. We are into the philosophy of camping — a much more important field, and one whose arms are far reaching and can affect your whole being for years to come.

I do not feel that the adult who goes to camp for the summer has the dream of a child or camper. I can still feel wonder at the dew on a cobweb, or watching the spider spin his home and at awe with a God who builds the blind bird's nest, or content with the personal satisfaction that I find and relish in good times, with good friends in a setting which pleases my spirit and eye. Is that who you mean?

Only because I am older, and by no pretense wiser, do I say the following.

Your mind I can see and understand has been liberated and the scope of reality now appears to be such a slender slice of life. University is not high school. I remember. Your life must be compressed with new experiences, broadening ideas and a completely varied daily living, so sophisticated from our lives at camp. I beg you, bear caution. All is not new.

Emotions do not change, only the method, and the setting of the telling varies. The theme is as constant as the northern star. Don't expect to find a new theme away from camp.

The magic is not unrealistic of a repeated situation. God forbid that we should only live practical lives. That would even exclude laughter, tears, small talk after campers have gone to bed and even children. Everyone knows that children are more trouble than they are worth.

No, the magic is not childlike. It is not prolonged for adults. Every new camper, every new counsellor, every new day starts it all over again. To see you must but open your eyes and look. I beg you to look.

And why should camp be only for the campers?

I am a normal adult with certain needs and these need fulfilment for me just as they do for the children. Can we not find satisfaction in the same things but different means?

My students ask me why we must study poetry. Does that mean I should stop? I shall read it, with the hope that some student will catch my interest, my love, my spirit, as I once did from an English teacher years ago. One child per summer makes it worthwhile and an excellent record.

And let's be practical. What other summer job can touch sitting at those lookouts, master of all you survey, Windy Top in the morning mist, or our Hill on a rainy week?

O. Henry once said, "I'm a grown person with masculine proclivities and habits of self-defence, but there is a time when all systems of egotism and predominance fail." I feel that way now with your decision to give up camping.

This lecture finds me in good health and poor spirits but I shall rally in the hour. Do keep in touch.

Gnothi Seauton,
Clare.

Dear Sir:

I found your letter to be strikingly meaningful. I do apologize for the time lapse but I needed time to think.

I find myself finally agreeing with your interpretation of camp life entirely. I feel that the materialistic and non materialistic splendors of camp are as dear to me now as they are to you. I learned at camp — and as you said, learning is life." Prolonged magic is practical.

I believe that kids should get out of the city and have a good time at camp. There is a song we sing around here which goes, "There but for fortune may go you or I, you or I." I am luckier than a lot of "our" kids — they deserve a holiday and they deserve good guidance. I now feel the urge, and the need to help them. Is that what you were trying to tell me camping is all about?

I hope that my thoughts are coherent. This has been an uncertain year for me. The newness of it has forced me to examine a lot of my ideas. Thank you for your help and your concern. Some day I am sure I will really appreciate your patient guidance.

Yours very truly,
Stan.

P.S. Would you please send me an application form. You have a job I wish to apply for!

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Unique Aspects of Waterfronts in Ocean Environments

Tom Creighton, Director YMCA Big Cove Camp & Former President of N. S. Camping Association

The cry of the sea gull, the smell of the salt air, the aroma of low tide on the beach, the sights and sounds of the surf, the beauty in the shape of the clam shell, and the sight of the yellow sea weed waving in the waves, — are all of these romantic? Oh, yes! Having lived on both sides of the country, the sea is in my being and no lake, however beautiful, can compare. The romantic in me loves the sea, but the practical camp director administering a facility and a programme in a coastal camp says that the sea is a pain in the neck when running a camp. But I still do not say that the sea is not a place to have a camp.

The two obvious factors that make an ocean environment different are those of tidal action and the chemistry of the sea and the action of the life within the sea. These factors affect not only programming, facility construction and maintenance, but also the types of facilities and equipment used. No one ocean location is typical as is no lake setting and therefore the conditions found in each camp are quite variable.

Tide is a factor in the size of a waterfront facility in that a camp must have water for programme at all levels of tide. An effective waterfront can only be constructed in a location where the tidal variation is not extreme. Camps located in the Bay of Fundy area of Nova Scotia must realistically develop swimming pools rather than utilize the ocean as the costs and difficulties of dealing with 24-foot tidal variations are staggering. A facility developed in tidal waters may only be one third usable at low tide and to overcome this a much longer dock than would be necessary in a lake needs to be constructed; the alternative being a program related to the times water levels are suitable. As tides are variable in size and in time from day to day the scheduling becomes unrealistic.

Other consideration with tide are the usability of the beach exposed at low tide. Shells (which are the bane of the band-aid dispensers), slippery rocks, and mud become exposed lessening the enjoyment by children and increasing the risks of accidents. Raking of the beach becomes a regular maintenance chore. The tide will also fill up a beach with debris, or, in reverse, take away sand added by the camp to build up a good beach.

Patterns of construction are different depending on local conditions such as materials, ice development, capital, etc. In British Columbia a common style is a permanent dock atop creosoted pilings reaching out beyond the tide line from which one proceeds down a ramp to a float where floating lines delineate the swimming areas. In the east, where ice conditions exist, two forms are common: rock filled cribs are extended out into the water to the low tide line leading to a ramp and float or a portable set of floating docks supported by styrofoam which must be removed in the fall.

From a safety point of view tidal conditions force a camp to take more precautions as a greater area must be supervised. Areas that are clear of obstacles at high tide are hazards at low tide, and currents created by changing tides, especially in constricted waters, are dangers to swimmers and boaters.

Most camps in the Maritimes are established away from coastal areas for a number of reasons. Climatically the coast is cool and subject to more fog and inclement weather. Temperatures of the water except in inlet coves are too cold for swimming. Exposed shores are windy, cool and dangerous. Beaches are difficult to maintain or create.

Maintenance problems for docks and boats are considerably increased with exposure to salt water and marine growth. Active growth of barnacles, algae, and boring animals makes maintenance a continuous cycle of scraping, treating, and replacing. Treatment with a copper base paint will retard the action marine life causes. A piece of wood left in warm salt water will be reduced to a sponge-like consistency within a summer. These growths are also a hazard to children climbing on ladders and docks. Aluminum construction is impossible as electrolysis develops with the action of the salt water and the metal.

Programming is affected by location in varying degrees. Children may have adjustment problems to the aesthetics of swimming in salt water — to its "salty" taste, to the dry sticky feeling after coming out of the water, or to the sting of the jelly fish. One summer when the presence of jellyfish, which are brought in by prevailing wind and current, were particularly virulent we had an alarming drop in swimming participation. Limitations are imposed on the effective use of canoes by consistently rough water conditions, lack of any volume of safe coastline, and the lack of adjacent inland water routes. From these points-of-view the sea coast environment is limiting.

Pollution is as much a part of the seacoast environment as anywhere else. Pulp mills are located on sea coasts. Sewer systems have always found a place in the sea because man has often considered that the sea was a bottomless never-ending sewer. Our beautiful cove now has phosphate enriched eel grass growing abundantly, its shell fish are now condemned because of the effluent from nearby communities. Oil discharges from ships or the results of accidents to ships is an ever present hazard.

From a positive viewpoint the ecology of the sea opens a new horizon for exploration and knowledge to be gained from this ecosystem. Programmes in nature, crafts, exploration can capitalize on the environmental features.

Photo — Nova Scotia Information Service

The Canadian Camping Magazine and How We Came By It

by Charles F. Plewman

It was in the fall of 1944, a long and exhausting war was slowly drawing to a close.

The "Originals", the small group that had formed the Ontario Camping Association eleven years before and had nurtured it during its infancy, were still holding the fort. As one of the "old guard" who had still managed to evade office (I was secretary of the Toronto Red Cross and had Kilcoo Camp on my hands), I was literally drafted into the presidency. My job was to bridge the gap until the war was won and the new oncoming generation could take over. This then was to mark the end of the first epoch in the history of the Ontario Camping Association, Canada's first organization of this kind. The "Originals" had traded offices, had shot their bolt and were now washed up.

It was immediately evident to me that something was lacking. Ninety percent of all the camps in Ontario emanated from Toronto and all of the O.C.A. officers came from the same place. We were an Ontario Camping Association but in name only. Obviously something had to be done to interest and to involve Camp Directors who lived in other parts of the Province.

The pressures of the war were such that annual Camp Conferences had gone by the board and were only held sporadically. The answer was clear, we needed a magazine or bulletin of some kind to draw us closer together.

Armed with this conviction I approached the T. Eaton Company and asked them if they would finance the first edition, which they did.

As an association we were poor and just didn't have the money. Next I asked the one and only Mary Edgar to act as Editor and she agreed.

Before very long, I think it was in 1946, the Canadian Camping Association was formed at a meeting held in the Chateau Laurier in Ottawa. It grew out of the feeling that the time had come to have a national camping association and one that should stimulate the growth and development of camping throughout the whole of Canada. While it was called the Canadian Camping Association, in reality, nearly all of its members were representatives from the Ontario and Quebec Associations. To the best of my knowledge no other Province had a camping association.

Just as in 1944 the O.C.A. had to widen out to represent and include the entire Province, so too the new and fragile Canadian Camping Association had to take steps to make itself truly national; for the moment it had no corporate existence.

If after Confederation Canada needed the CPR to hold it together, so now the Canadian Camping Association needed something to make it a National reality.

To the credit of the Ontario Camping Association, and its vision of the Canada of to-morrow, it closed out the Ontario Bulletin in 1947 and threw its entire resources behind "Canadian Camping", a mimeographed bulletin published quarterly and edited as before by Mary Edgar. Except for the change of the name, the format was the same as it had been for several years. It was not by accident that we called it the Canadian Camping "bulletin". One could not call a mimeographed affair a magazine.

The first real Canadian Camping "magazine" was published in February of 1949 when for the first time it appeared in print.

Again, owing to lack of funds, this important development would not have been possible had not Mr. Fred Haiblen of Toronto stepped in and assumed the financial responsibility for what at best was a risky venture. Miss Mary Edgar gave continuity to the magazine by acting as its editor for five more years and was succeeded by Mrs. G. W. Flynn.

Miss Dais L. Gass, president of the C.C.A. in 1946 aptly expressed the hopes of the Association when she said in the leading editorial of the first edition of Canadian Camping: —

"Now it starts in its humble way — may it grow like the acorn and the oak, but most of all may it prove a tie between all of us in Canada. We can learn much from each other. May Canadian Camping weave a bond of understanding, of mutual helpfulness and good will from sea to sea, and from the rivers to the end of the earth."

Many of you are more aware than I am of recent developments. To the Publications Committee under the Chairmanship of Don Groff we express our deep appreciation.

To Ann Prewitt, who has assumed the responsibility for both editing and publishing our magazine, we wish the very best.

The Society Of Camp Directors Professional Directors Of Childrens' Camps

by Clifford Labbett,
Director Camp Oconto,
President, Society of Camp Directors

Indeed an impressive title! And it is the intention of the people who compose this group of dedicated men and women to make the Society just that! While very young in terms of years, already this organization has made its presence felt in the field of organized childrens' camping. Home is in Toronto but members are from both Canada and U.S.A. with the common bond of camping. Founded in 1969 with fifty-seven members attending the Inaugural Dinner held at the Rosedale Golf & Country Club, Toronto, on May 12, 1969, its membership has increased and attendance at the twice yearly meetings has been good.

The Society is the brain child of Dr. Harry Ebbs of Taylor Statten Camps. The first seeds were planted when Dr. Ebbs sent out a questionnaire to the members of the Ontario Camping Association in 1968 asking various questions about the interests and desires of childrens' camp directors and then reported back to the membership at the annual spring conference of the Ontario Camping Association in 1968. The next fall and winter several organizational meetings were held of those who had expressed an interest in forming an organization composed chiefly of camp directors. From these meetings came a name, a pro-tem constitution, a very strong desire to push ahead in this new field convinced that it would do much to raise and maintain high standards in the quality of those directing childrens' camps. The purpose of the Society is stated as being to establish and maintain professional practices in the directing of childrens' camps and to ensure qualified directorship in such camps. A board of five directors runs the affairs of the Society with each member serving a three year term. A president and other officers are elected from this board by the board. Membership is composed of three classes — "Fellows", those actively or previously engaged in the profession of camping in a senior capacity and those actively engaged in an allied discipline with a professional relationship to camping. "Honorary Fellows", those who have made outstanding contributions in the fields of camping and allied fields. "Emeritus Fellows", those who are retired from active participation in camping because of age, health or long service. At the inaugural dinner the following were unanimously elected as Honorary Fellows — Miss Mary Edgar, Miss Ferna Halliday, Miss Mary Hamilton, Mr. Charles Plewman, Mrs. Taylor Statten.

While in some respects this new organization is similar to existing camping associations across the country it was felt that membership should be restricted to those actively directing a camp or who hold a senior position in a camp, persons retired from camping but still very interested and those active in an allied field. In this way much of the necessary and desirable business of a camping association could be done away with and projects undertaken that were of more professional interest, such as papers on camping subjects and research into some of the many facets of childrens' camping.

Following the inaugural dinner nominations for directors were received and elections held. Dr. Harry Ebbs, Mr. Ron Johnstone, Mr. Clifford Labbett, Dr. Bruno Morawetz and Dr. Elsie Palter were elected to the Board. This group then elected Dr. Ebbs as the Society's first President.

Two meetings are held each year — the second Thursday in November and April — with the April meeting being the Annual Meeting and election of new directors. During the interim the directors meet several times to look after the business of the Society and plan the semi-annual meetings. To date four of these meetings have been held and at them papers on various subjects have been presented by the following — Donald Groff, Joseph Kronick, Dr. B. Morawetz, Dr. Mary Northway, David Palter, Jack Pearce, Elizabeth Raymer, Stanley Wild, and Kirk Wipper. Many of these papers have been reproduced in Canadian Camping and American publications.

The Society is currently offering a $500 Research Fund to any undergraduate at a College or University that wishes to do research on some aspect of childrens' camping. It is also working with the Ontario Camping Association on a joint proposal to have stricter licensing of childrens' camps in Ontario and to have the O.C.A. made the governing body in Ontario. While this is Ontario business the majority of the Society's Fellows are residents of Ontario — actively engaged in camping in Ontario — and any information and experience gained here would enable both the Society and the O.C.A. to assist any other organization in a similar venture.

Interest by camping people in other sections of Canada has been expressed and the Society welcomes questions concerning membership and the possibility of establishing sections or branches in other parts of the country. Persons seeking membership are to be nominated by two Fellows and complete an application form. The annual fee is $25 which covers two dinner meetings each year and copies of the papers given at Society meetings. Anyone wishing information should contact the secretary — Mr. David Palter, 80 Old Colony Rd,. Willowdale, Ont.

Continued from page 8

ganization et de fermeté. Dans l'obligation d'une sanction à imposer, elle ne sera ni collective ni corporelle. Son indulgence doit être sans faiblesse. Le moniteur est d'abord un libérateur et non un dresseur. Il doit éviter également d'humilier un campeur en public. Car il touche, ici, au sens profond de la dignité personnelle du campeur. Un moniteur incohérent est un faible. Toute discipline de tyran détruira sa relation avec le campeur et même avec son groupe. Le moniteur doit composer avec les situations qui surgissent entre lui et son groupe, tout en se rappelant que son rôle se définit à sa capacité d'écoute et d'animation.

Relations personnelles avec le campeur

Jusqu'ici les relations du moniteur sont purement techniques en vertu d'une autorité nécessaire imposée par sa fonction. L'humanité de ses rapports n'en n'est pas moins pour cela ignorée, ceux-ci n'étant pas à l'abri de toute impulsion affective. Rien n'est plus imprévisible que le sentiment. Des liens s'établissent naturellement avec plus ou moins d'intensité. L'égalité des sentiments est une chose tellement fragile, voire difficile; la sympathie étant une capacité d'affection révélé par certaines affinités naturelles. Nous parlons alors de relations personnelles où l'affectivité en règle l'intensité. Tout ceci impose discrétion, délicatesse, compréhension et connaissance de l'humain.

S'il est un domaine qui ne se commande pas, c'est bien celui du sentiment. Il est donc important d'admettre que l'esprit de justice demeure un exigence primordiale pour le moniteur. Tout comportement sélectif, même involontaire, présente un handicap pour les relations humaines à l'intérieur d'un groupe. La ségrégation réside souvent dans la tête du moniteur. L'équilibre est difficile mais qu'est-ce que le juste milieu? D'abord justice ne veut pas dire "rasage" (tout le monde au même niveau). Je crois que ce serait une erreur fondamentale. Personne n'a les mêmes problèmes, et par conséquent, les solutions doivent varier pour chacun. "Chaque campeur a un droit strict d'être éduqué pour lui-même". Chaque rencontre avec un campeur doit être personnelle et humanisante.

Il ne s'agit pas d'aimer moins ou plus tel ou tel campeur. Il s'agit de percevoir le campeur comme une entité à respecter dans ses fibres les plus profondes. Les exigences de telles relations ne relèvent pas d'une simple sympathie ou d'un sentiment de pitié à l'égard d'un campeur ou d'un autre. C'est ici une question de responsabilité et de maturité. On admettra que le moniteur ne peut donner le change de ses faiblesses. Sa fonction commande une attitude consciente qui se soit pas livrée au hasard. Le moniteur constitute pour le campeur un modèle possible d'où l'importance de sa valeur en tant que personne humaine. Il suscitera ainsi le respect et la confiance. Puis en étant lui-même, il y a de fortes chances que les campeurs soient eux-mêmes avec lui.

Dans ses relations personnelles avec les campeurs le moniteur doit éviter de rechercher ses propres intérêts. C'est déjà se rechercher que s'attendre à certaines consolations, si légitimes soient-elles. La reconnaissance est un sentiment d'adulte et l'enfant n'est pas toujours responsable de ses affections. De là l'attitude ambivalente (positive et négative) qu'engendrent certaines relations dites affectives, voire sentimentales. On espère en vain si l'on se recherche; il ne faut pas confondre sentimentalité avec affection. Plusieurs jeunes moniteurs se font jouer des tours avec leurs sentiments. On n'aide pas les autres pour attendre d'eux un retour, une reconnaissance de ses actes. Un ami-professeur m'écrivait ceci que je trouve fort à propos: "Il n'y a pas de plus riche amour que la dépossession. Etre capable de se 'déposséder' de quelqu'un, c'est l'affirmer et faire être, venir au monde. Ce sont mes élèves et non pas 'mes' élèves 'à moi'. Ils s'appartiennent. Ils doivent s'affirmer selon leur loi propre. Si je puis les aider (et je le puis) je le fais. Je marche un bout de route avec eux. Au bout de cette route, ils prendront la leur . . . Salut! S'ils m'invitent à nouveau, j'y serai. Je ne les aime pas pour le mérite que j'en aurai, il est conséquent. Je les aime pour ce qu'ils sont et ce qu'ils sont appelés à devenir." Voilà pourquoi le moniteur doit mobiliser des qualités d'éveilleur d'hommes et de présence humaine équilibrée.

L'authenticité de notre affection se mesure à la qualité de notre don. Voir dans celui du campeur sa capacité d'amour éventuellement mûri et équilibré, c'est rencontrer ce qu'il y a de plus fondamentalement humain en lui. L'affection vraie requiert de l'effacement. Elle n'implique pas pour la prolonger une présence permanente. L'équilibre affectif du moniteur doit devenir un gage de maturité et de stabilité dans ses relations personnelles. Celles-ci doivent s'établir d'humain à humain avec tous les impondérables impliqués. Il importe sûrement de prendre au sérieux les sentiments du campeur car ils le sont vraiment. Pour certains, l'affection manifestée est à la source d'un geste, d'une parole; pour d'autres des rapports entrenus favorisent l'éclosion d'un sentiment, et la sécurité s'y mêlant, ils se découvrent une sympathie nouvelle pour leur moniteur. Le campeur a besoin que la tendresse lui soit révélée. Le moniteur a fonction de relations humaines et s'y soustraire marquerait un point négatif au tableau de ses responsabilités à assumer.

Pour des relations humaines vraies

Normalement le campeur a des relations naturelles avec ses moniteurs. Le camp ne favorise pas les préjugés. Le campeur sait quelle sympathie ses moniteurs lui témoigneront. Ses relations avec eux sont pour lui une source de vigueur et de confiance qui se transmettent au niveau de ses relations avec ses copains. C'est un ordre naturel (de dépendance à l'indépendance) que le moniteur doit favoriser.

Le campeur a besoin d'appui et pour lui le moniteur devient un point de repère où ses yeux sont fixés. Parler d'éducation, c'est chercher le lieu vital du campeur dans un réseau d'interrelations qui le mettent en situation d'expérience de vie. De là l'importance de l'accueil, de la compréhension et de l'engagement à réaliser. Le moniteur doit être pleinement conscient de sa relation avec le campeur. Sinon il le domestiquera, le dominera. Ce sera une éducation de "vase à remplir" qui ne respectera pas l'ordre naturel des relations. Le moniteur déshumanisera ainsi sa relation. Que de ravages irréparables ignorés.

Nous le savons, les schèmes traditionnels sont de moins en moins déterminants dans le comportement vécu des campeurs. Voilà pourquoi parler de relations humaines, c'est d'abord insister sur toute la dynamique du comportement vécu. Echanger avec autrui exige, qu'implicitement, il y ait eu échange avec soi-même. Le dialogue n'est pas une relation livrée au hasard. Il faut justement éviter tout acte qui empêche de "prendre conscience". Tout cela s'évalue en termes d'authenticité, c'est-à-dire ETRE VRAI.

Continued from page 9

authority is obvious, the more important and repeated the overt signs become. The counsellor should be capable of prevention, organization and firmness. A punishment that has to be administered will not be collective or corporal. His indulgence should be without weakness. The counsellor is primarily an enabler, not a trainer. He also should avoid humiliating a camper in public. In this aspect, the counsellor deals, in a deep sense, with the personal dignity of the camper. An incoherent counsellor is a weak one. Any tyrannical discipline will destroy his relations with the camper and even with the group. The counsellor should compromise with all situations that arise between him and his group, and always keep in mind that his function is limited to listening and animating.

Personal Relations with the Camper

Until now, the relationships of the staff member have been techniques by virtue of an authority imposed by his job. The kindness of his relations, unsheltered from emotional impulses, are not in the least ignored. Nothing is more unforeseeable than feelings. Ties are naturally created with more or less intensity. Equality in feelings is so fragile and difficult, sympathy being a capacity of affection revealed by some natural affinities. We are therefore talking about personal relations where the intensity of the feeling is controlled by the degree of affectivity. All of this demands discretion, scrupulousness, comprehension and an understanding of the human being.

Personal feelings cannot be controlled. It is therefore important to know that for the counsellor, justice stays a prime requirement. All discriminatory behavior, even if involuntary, is a handicap for human relations inside a group. Segregation is often in the counsellor's mind. Social justice is difficult to obtain, but where is the middle road? First, justice does not mean "scraping" (everybody at the same level). I think that would be a basic mistake. Nobody has the same problems and, therefore, the solutions must vary for everybody. "Each camper has the specific right to be educated for himself." Each acquaintance with the camper must be personal and humanizing. It is not a question of loving one camper more than another one. It is to see him as an entity to be respected in its deepest senses. The requirements of such relations towards the camper do not come from a simple feeling of sympathy or pity for one or the other. It is a question of responsibility and maturity. We will admit that the Counsellor cannot mislead others as to his weaknesses. His function demands a conscious attitude that should not be left to chance. For the camper, the counsellor represents a possible example as far as the importance of human value is concerned. He will inspire, in this way, respect and confidence. Furthermore, by being himself, there are good chances for the campers to be themselves with him.

In his personal relations with the camper, the counsellor should avoid acting in his own interests. Yet he does so if he expects certain rewards, even if they are justifiable. Gratitude is an adult feeling and the child is not always accountable for his affections.

From this point on, comes the ambivalent attitude (positive and negative) that certain affective and sentimental relationships encourage. We hope in vain if we are working towards our own interests; we should not mistake sentimentality for affection. A lot of young counsellors are being tricked by their feelings. We do not help others if we look for their gratitude in return. A professor, a good friend of mine, once wrote something to me that I found well to the point: "There is no greater love than the one of dispossession. To be capable of 'dispossessing' ourselves of somebody is to assert him and to make him exist, come to life. They are my students and not 'my own students'. They belong to themselves. They should assert themselves according to their own laws. If I can help them (and I can) I will do it. I walk part of the way with them. At the end of this road, they will take their own . . . Salvation! If they invite me again, I will be there. I do not like them for the glory I will get from them, it is rational. I like them for what they are and what they will be." It is the reason why the counsellor has to put in action "mind awakener" qualities and a well balanced personality.

The authenticity of our affection is measured by the quality of what we give. To see in the camper's gift his capacity of a well balanced and possibly matured love, is to perceive what is most fundamentally human in him. True affection requires self-effacement. A permanent presence is not necessary to prolong it. The effective balance of the counsellor should become a measure of maturity and stability in his personal relations. These relations should be established from person to person, with all the implications of the intangible factors. It is surely important to take the campers' feelings seriously, because they really are. For some, the affection is manifested by a word, a gesture; for others, continuous relations are favourable to the development of a feeling, and with security being involved, they will discover a new sympathy for their counsellors. The camper needs tenderness to be revealed to him. Human relations is the counsellor's duty and to neglect it would be a negative point in the overall responsibilities he assumes.

For True Human Relations

The camper normally has natural human relations with his counsellors. The camp does not favour prejudices. The camper knows what kind of sympathy his counsellors show towards him. His relations with them are for him a source of vigour and confidence that is transmitted at the level of his relations with his companions. The counsellor has to encourage a natural order (of dependence and independence). The camper needs support and the counsellor becomes the landmark on whom his eyes are fixed. To talk of education is to search for the place vital to the camper in a network of interrelationships which puts him in the situation of life experience. From this point the importance of reception, of comprehension and of engagement can be realized. The counsellor should be fully conscious of his relation with the camper. Otherwise he will domesticate and dominate him. It will be an education of "filling up an empty vase" which will not respect the natural order of relations. The counsellor will this way dehumanize his relationship. What ravages; irretrievable and ignored!

We know that traditional schemes are less and less determinative in the behaviour of campers. When we speak of human relations, it is first of all to insist on the dynamics of usual behavior. To share with others demands that, implicitly, there had been a sharing with oneself. Dialogue is not a relation left to chance. We have to avoid all action that prevents an "awakening to consciousness." All this is evaluated in terms of authenticity, that is to say, TO BE TRUE.

translated by the Canadian
Amateur Sports Federation

Letters to the Editor

Letters to the Editor are welcome and encouraged. It is hoped that this column will become a forum for a free discussion of ideas related to camping. All letters are subject to condensation.

Dear Editor,

I have just read and re-read Ed La Pierre's article on Youth Culture and Camping which appeared in the last edition of Canadian Camping. I have done my best to let its contents sink in and have come away with the following impressions.

First, the writer appears to be somewhat belligerent and evidently is another one of the angry young men who thinks all people over 35 should be cremated. Maybe he comes from a family that has had a real generation gap; if so, I would like to remind him that there are many closely knit families which have never experienced a generation gap that has resulted in hostility and loss of respect, even though its members are now 21 and 24 years of age. To be sure, they have held different outlooks and different ways of doing things but never with open hostility. With them sharing and dialogue has been the order of the day.

Second. Apparently the adult is the big bad wolf. He is the one that makes all of the mistakes. In his open statement and I quote "the contents are for camp directors, administrators and leaders". — these then, are the only people to be admonished. Nothing needs saying about the younger generation for with them everything is hunky dory.

Third. Adults have made such a hash of camping that the "whole shebang" should be turned over to the youngsters to run. He says, and I quote, "Resident camps should be controlled by the campers themselves".

I am willing to concede that adults should have done a better job in sharing with the campers on the decision making level, but to say that we should abdicate and turn everything over to inexperienced youngsters to run is sheer unadulterated nonsense. The program and the ongoing life of camp should be the results of two age groups sharing and not of any one age group dominating. To turn everything over to the campers is simply to substitute one set of evils for the other.

Can anyone imagine the increase that would take place in the number of campers injured, the number sick in the infirmary and the loss of life by drowning that would ensue if childern with their limited experience were in control.

Fourth. Camp Directors, he infers, are all wrong in feeling that parents have vested them with authority. The youngsters should be allowed to do whatever they like — I wonder! I wonder how many honest to goodness parents would send their ten-year-old boy to a camp where the Director made it clear that he would not in the final analysis exercise his best judgment and authority.

To quote Ed, he says, "Most camp Administrators and supervisors look upon their authority as replacing that of the parent". What is wrong with that? I would say that it is to the credit of Camp Directors that they have personally felt a real responsibility for everything that had to do with the welfare and happiness of those entrusted to their care. Organized camping has flourished in Canada because of the confidence that parents have come to feel about those who operate them.

Fifth. It seems to me that Ed has mixed his drinks. A good deal of what he says would have some application to youth of from 17 on, but when he applies the same philosophy to an age group of 7 to 16 he just misses the boat. What have the communes he refers to got to do with this age group.

Sixth. Camps he says are turning kids off. I have just passed through a camp of 200 boys. I don't know where you could find a happier gang of kids. I may be wrong, but I would say that camps are just as popular as ever with the 8 to 14 year olds and as for those older, it never has had too great an appeal.

Seventh. Apparently Ed wants more permissiveness in sex, drugs, and individual liberties. He states and I quote "Most Directors know only the negative side of the "Drug Culture" (the italics are mine) "Sex is worried about, "control" he says "is assured by authority".

What, speaking positively, does Ed want? Free love! Drug usage! License!

His real hang-up however seems to be authority. I have news for Ed and that is where there is no authority you have anarchy, — where the individual does whatever he likes you have chaos. Can Ed mention any area of life in which it isn't necessary to use authority in order to maintain order. If he doubts this, let him remove the police from any city for two weeks and he will get his answer in big capital letters.

In conclusion. Sure we older folks have made our full share of mistakes. Even at that, we have probably made more progress than any other generation. True, we didn't have all the answers, but neither will Ed's generation, and what is more, they will make their mistakes too.

If camping is to get the best results, all of us, both young and old will have to work and share together and respect each others views.

Personally, I have to admit that I believe that a good group of 35-year-olds, if sitting in the seats of the mighty, would do a better job of solving the world's problems than the present tired outfit schooled in the out-moded practices of the past, but that's an entirely different story.

C. F. Plewman

Dear Editor,

I am interested in helping with the proposed Cross-Canada Foot Trail. How can I go about making an effective contribution to this worthwhile project?

L.D.

* * *

Dear L.D.

Mr. L. Douglas Campbell of Calgary, the originator of and prime moving force behind the idea of a national trail, is compiling a list of names and addresses of interested persons. Much help is needed in studying and planning the immense scheme and Camping Association members across the country are invited to lend assistance.

Anyone interested should communicate directly with L. D. Campbell, National Trail, c/o Box 6623 — Station D, Calgary 2, Alberta.

Editor

BOOKS FOR CAMP

TOM TICHENOR'S PUPPETS *by Tom Tichenor. (Abingdon Press) G. R. Welch Company, Limited, 222 Evans Avenue, Toronto 18, Ontario.*—$6.25

Tom Tichenor, the noted puppeteer, says that "a puppet must live". The little animal or character that you have created must come alive from your fingers and heart.

Tichenor's book lives and is animated throughout in the same imaginative way. He introduces his own puppets to the reader one at a time and soon Poindexter, Witchie, Marco Polo Bear, Ex Libris the Bookworm, and all the others become very real.

There are patetrns and directions how to make puppets from the simplest hand puppet (made from a stretch sock) to a complicated elaborate marionette.

Seven complete plays are included. There are photographs and instructions for making a puppet playhouse and other directions for staging.

Everything is included in this book that would be needed to enhance any arts and crafts program at a camp. It will stimulate the creativity of your campers and provide humorous entertainment for all.

FOLLOW THE BUTTERFLY STREAM *by Lorenz Boyd. (Abingdon Press) G. R. Welch Company, Limited, 222 Evans Avenue, Toronto 18, Ontario.*—$3.75

Lorenz Boyd captures his reader with an enchanting approach to a nature book on butterflies. The reader is led through the forest and beside streams as he follows the butterfly through its life cycle.

Did you know that butterflies taste with their feet? Did you know that dragonflies rest with their wings spread while damselflies rest with their wings closed?

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14 ft. mahogany, marconi rig, Norberg Dinghy, $300 — 14 ft. Peterborough, cedar strip, gaff rig dinghy, $200 — 16 ft. Peterborough cedar strip canoe $100. Contact C. Labbett, Camp Oconto.

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DIRECTOR AVAILABLE

Man with six years directing experience and 12 years as a professional in a youth agency seeks a position including directing a camp with an agency. Location — anywhere in Canada. Would be prepared to start anytime. References and resume on request. Canadian Camping C, Box 661, Downsview, Ont.

NOW AVAILABLE

The Centenary Journey Committee of the Canadian Camping Association is pleased to announce that the "Journal" which tells the story of the project is now available. It includes "their story" which relates the historical significance of each segment of the journey and "our story" of the experiences of Young Canadians in 1967. Maps are provided to show the route taken in Canada's hundredth birthday. The publication is available at the special price of $1.50 plus 25c for mailing and handling from the Canadian Camping Association, 102 Eglinton St. East, Suite 203, Toronto, Ontario.

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POST-CAMP

by Jody Ashenhurst

Camp Northway Lodge

Sunset is at hand, and Northway sleeps in peace.
Gone are the canoes — they are packed like sardines into boarded cabins.
Gone are the docks — they are huddled together in the bay, grimly awaiting the wind and snow.
Gone are the sailboats — dismembered beyond recognition, their parts are stored fondly away.
Weathered logs and rotten boards melt into the surrounding woods,
Lacking the roofs of canvas that used to dance so merrily along the shore.

And so the woods, with open arms, reach out to reclaim our summer home.
For one day (that dreaded day when the agonies of parting hung limp in the air)
The sun frolicked with the leaves, creating those glorious but painful greens and golds that only come at sunset
And then the sky was overcast — the evening had set in:
The skeleton of summer now holds only ghosts and fading echoes of laughter.

Then the night.
But during the night, which seems so black and long,
A fire burns — a glow which is the strength that comes from having known peace of mind,
The courage to face the endless midnight which wreaks havoc on our sense of justice and fellowship —
We face the winter and our city-selves with renewed confidence
Because we have known Northway.

And then, inevitably,
Comes the dawn.

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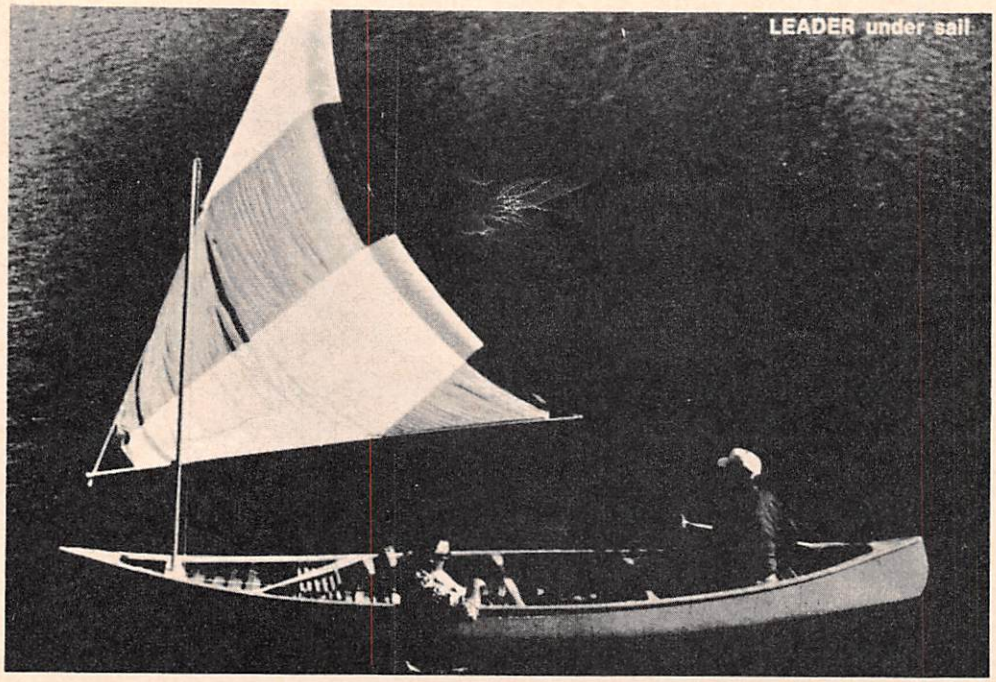

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